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ABSTRACT

This book represents the first systematic exploration of Deweyan pedagogy in an actual classroom since studies of John Dewey's own laboratory school at the turn of the century. The co-authors dialogue back and forth in the book's introductory essays about the importance of John Dewey today and about their histories with John Dewey. Part I, using accessible language, discusses Dewey's educational theory in the context of Dewey's ideology and process philosophy. Part II, examines one author's own Introduction to Philosophy class. In doing so, the book models a collaborative form of practitioner inquiry and brings to life such complex Deweyan concepts as student-curriculum integration, interest and effort, and continuity and interaction. (Contains an extensive list of works cited. Appended are instructions for writing assignments.) (NKA)

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